



Challenge Charter School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5801 West Greenbriar Drive, Glendale, AZ 85308

Challenge School, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Excelling
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Gregory A. Miller
Schedule : 08:00 AM to 04:30 PM
Grades : K-6
Web Address : www.challengecharterschool.net/
Phone Number : (602) 938-5411
Fax Number : (602) 938-5393
E-mail : gmillier@challengecharterschool.net

Mission

Challenge Charter School, Arizona's first official core knowledge school, provides a sound educational environment, aligned with the state standards and based on the core knowledge sequence, with a science and technology emphasis. Our school is structured to optimize student success, and achievement.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü It has always been the goal of CCS to challenge our students to operate at higher cognitive levels, to develop and demonstrate skills in methods of inquiry and research, and to focus on abstract concepts and practical applications in each discipline.
- ü CCS has always provided opportunities for students to clarify their own goals and to pursue their own academic interests, to develop independent, intuitive, discriminating and creative learning processes. Our student assessments demonstrate success.
- ü The students of CCS have enjoyed significant academic success over our first eight years: our SAT-9 scores have improved by 64% in reading; 169% in math; and 11% in language. For 2003, our students achieved at the 'excelling' level on AIMS testing.
- ü Haven't met the three year rolling avg. requirement, where 39% of students must "exceed the standards" to have the school labeled an "Excelling School." Therefore, we continue to motivate our students to achieve their personal best.

Enrollment

October 1, 2005 School Year Student Enrollment : 598
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 585

Instructional Programs

- ü Core Knowledge Sequence
- ü Honors Curriculum
- ü Hands-on Projects
- ü Science & Technology Emphasis
- ü Foreign Language
- ü Music & Art
- ü Harcourt Math
- ü Scholastic's Literacy Place

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

To provide an educational environment that strives for high academic performance of all students; to employ motivated and capable teachers; provide enriched curriculum for all students and accelerated activities for accelerated students in a safe and healthy environment; to document achievements w/assessments. To provide a school structure that accommodates and facilitates good teacher/parent communication.

Parents

Parents teach social responsibility to their students including: accountability, self-motivation, proper rest & nutrition, the work ethic that encourages students to respect people in authority, and to complete assignments in and out of the classroom. To have their children in school and on-time when school is in session. To building an open and professional relationship with thier child's teacher, and reading and understanding all school policies.

Transportation Policy

The school currently provides a pick-up and delivery route system on a first-come, first-served basis with three bus routes. The published routes attempt to reach as many students as possible. This benefit is provided as a privilege based on behavior, safety and economics.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Az. 1st Official Core Knowledge School:	1996
ü Student Work Pub. in Wordprints Lib. Youth - Glendale	2002
ü National Recog.: 'Diamond School' - Ed. Reform Center	2004
ü Silver Apple Award Winner - Teacher	2002

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	80	80010	98	98	99	464	464	447	1	1	10	6	6	18	70	70	53	23	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	40	38935	100	100	99	462	462	447	NA	NA	9	8	8	19	73	73	55	20	20	17
Male	40	40	40974	95	95	98	466	466	448	3	3	11	5	5	18	68	68	52	25	25	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	14	14	34545	100	100	99	452	452	432	NA	NA	14	21	21	24	64	64	53	14	14	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	57	57	35142	97	97	99	466	466	465	2	2	5	4	4	11	72	72	56	23	23	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	73	73	69849	99	99	100	465	465	451	1	1	7	7	7	17	68	68	56	23	23	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	26	26	39029	96	96	98	461	461	432	4	4	14	8	8	25	62	62	52	27	27	9
Non-Economically Disadvantaged	54	54	40981	98	98	100	465	465	462	NA	NA	6	6	6	13	74	74	54	20	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	80	79438	98	98	98	477	477	451	NA	NA	9	9	9	24	70	70	56	21	21	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	40	38775	100	100	99	483	483	457	NA	NA	7	3	3	22	73	73	58	25	25	13
Male	40	40	40560	95	95	97	471	471	446	NA	NA	12	15	15	25	68	68	54	18	18	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	14	14	34297	100	100	98	473	473	434	NA	NA	14	14	14	31	71	71	50	14	14	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	57	57	34887	97	97	98	479	479	471	NA	NA	4	9	9	15	67	67	63	25	25	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	73	73	69850	99	99	100	479	479	456	NA	NA	7	8	8	23	68	68	59	23	23	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	26	26	38685	96	96	97	472	472	435	NA	NA	14	8	8	32	77	77	50	15	15	5
Non-Economically Disadvantaged	54	54	40753	98	98	99	480	480	467	NA	NA	5	9	9	16	67	67	62	24	24	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	80	79971	98	98	99	462	462	423	5	5	8	9	9	41	70	70	49	16	16	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	40	38974	100	100	99	486	486	437	NA	NA	5	5	5	33	70	70	57	25	25	4
Male	40	40	40895	95	95	98	437	437	410	10	10	10	13	13	47	70	70	41	8	8	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	14	14	34481	100	100	99	452	452	410	7	7	10	7	7	46	64	64	43	21	21	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	57	57	35150	97	97	99	469	469	437	4	4	5	7	7	35	74	74	56	16	16	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	73	73	69713	99	99	100	468	468	429	3	3	5	10	10	39	70	70	52	18	18	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	26	26	38994	96	96	98	448	448	409	4	4	10	12	12	47	81	81	41	4	4	1
Non-Economically Disadvantaged	54	54	40977	98	98	100	468	468	437	6	6	5	7	7	34	65	65	56	22	22	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	69	80147	97	97	99	518	518	482	NA	NA	11	4	4	17	54	54	49	42	42	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	30	39281	100	100	99	516	516	483	NA	NA	9	3	3	17	53	53	50	43	43	24
Male	39	39	40780	95	95	98	519	519	482	NA	NA	12	5	5	17	54	54	48	41	41	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	11	11	33494	92	92	99	512	512	466	NA	NA	15	9	9	23	55	55	49	36	36	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	52	52	36122	100	100	99	520	520	501	NA	NA	5	4	4	10	52	52	50	44	44	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	63	63	69852	98	98	100	517	517	488	NA	NA	7	5	5	16	54	54	51	41	41	26
Limited English Proficient Students	--	--	12722	--	--	97	--	--	441	--	--	27	--	--	33	--	--	37	--	--	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	18	18	38371	95	95	97	512	512	465	NA	NA	15	NA	NA	23	56	56	49	44	44	13
Non-Economically Disadvantaged	51	51	41776	98	98	100	519	519	498	NA	NA	6	6	6	11	53	53	49	41	41	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	69	79686	97	97	98	500	500	470	NA	NA	11	12	12	24	67	67	57	22	22	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	30	39163	100	100	99	504	504	475	NA	NA	9	13	13	22	60	60	60	27	27	10
Male	39	39	40438	95	95	97	498	498	465	NA	NA	13	10	10	25	72	72	54	18	18	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	11	11	33299	92	92	98	505	505	452	NA	NA	17	9	9	32	64	64	47	27	27	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	52	52	35914	100	100	98	501	501	489	NA	NA	5	13	13	15	65	65	67	21	21	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	63	63	69878	98	98	100	501	501	475	NA	NA	8	11	11	23	67	67	61	22	22	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	18	18	38095	95	95	97	493	493	452	NA	NA	17	6	6	32	72	72	48	22	22	3
Non-Economically Disadvantaged	51	51	41591	98	98	99	503	503	486	NA	NA	6	14	14	16	65	65	65	22	22	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	69	80372	97	97	99	503	503	475	NA	NA	4	14	14	30	84	84	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	30	39452	100	100	99	518	518	488	NA	NA	3	3	3	22	93	93	72	3	3	3
Male	39	39	40836	95	95	98	492	492	464	NA	NA	6	23	23	37	77	77	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	11	11	33608	92	92	99	517	517	462	NA	NA	6	NA	NA	36	100	100	57	NA	NA	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	52	52	36213	100	100	99	499	499	489	NA	NA	2	19	19	22	79	79	72	2	2	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	63	63	69846	98	98	100	506	506	482	NA	NA	3	13	13	26	86	86	69	2	2	2
Limited English Proficient Students	--	--	12747	--	--	97	--	--	432	--	--	12	--	--	52	--	--	36	--	--	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	18	18	38521	95	95	98	497	497	461	NA	NA	6	11	11	38	89	89	55	NA	NA	1
Non-Economically Disadvantaged	51	51	41851	98	98	100	505	505	489	NA	NA	3	16	16	22	82	82	72	2	2	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	69	79306	97	97	99	534	534	504	NA	NA	13	12	12	20	55	55	49	33	33	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	30	38845	100	100	99	525	525	505	NA	NA	11	13	13	20	63	63	50	23	23	18
Male	39	39	40383	95	95	98	542	542	504	NA	NA	14	10	10	19	49	49	47	41	41	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	14	14	32673	93	93	99	518	518	487	NA	NA	18	21	21	25	64	64	46	14	14	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	44	44	36234	98	98	99	541	541	523	NA	NA	6	7	7	13	52	52	52	41	41	28
Students with Disabilities	NC	NC	10286	NC	NC	91	NC	NC	462	NC	NC	41	NC	NC	27	NC	NC	27	NC	NC	5
Students without Disabilities	62	62	69020	98	98	100	537	537	510	NA	NA	9	10	10	18	56	56	52	34	34	21
Limited English Proficient Students	--	--	10291	--	--	96	--	--	458	--	--	38	--	--	34	--	--	26	--	--	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	18	18	37437	90	90	97	515	515	486	NA	NA	19	17	17	26	67	67	46	17	17	9
Non-Economically Disadvantaged	51	51	41869	100	100	100	541	541	521	NA	NA	7	10	10	14	51	51	51	39	39	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	69	79000	97	97	98	519	519	489	NA	NA	10	10	10	24	72	72	58	17	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	30	38774	100	100	99	521	521	494	NA	NA	7	7	7	22	80	80	61	13	13	10
Male	39	39	40150	95	95	98	517	517	485	NA	NA	12	13	13	25	67	67	55	21	21	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	14	14	32508	93	93	98	510	510	472	NA	NA	15	14	14	33	71	71	49	14	14	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	44	44	36135	98	98	98	523	523	508	NA	NA	4	9	9	14	70	70	67	20	20	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	62	62	69009	98	98	100	522	522	495	NA	NA	6	6	6	22	74	74	62	19	19	10
Limited English Proficient Students	--	--	10199	--	--	95	--	--	439	--	--	35	--	--	47	--	--	18	--	--	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	18	18	37234	90	90	97	507	507	472	NA	NA	15	28	28	33	56	56	50	17	17	3
Non-Economically Disadvantaged	51	51	41766	100	100	99	523	523	505	NA	NA	5	4	4	16	78	78	65	18	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	69	79611	97	97	99	516	516	496	3	3	7	26	26	37	71	71	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	30	39016	100	100	99	535	535	511	NA	NA	4	17	17	29	83	83	66	NA	NA	1
Male	39	39	40519	95	95	98	502	502	482	5	5	10	33	33	44	62	62	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	14	14	32855	93	93	99	516	516	481	NA	NA	10	21	21	43	79	79	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	44	44	36380	98	98	99	520	520	511	2	2	4	30	30	30	68	68	65	NA	NA	1
Students with Disabilities	NC	NC	10664	NC	NC	94	NC	NC	440	NC	NC	23	NC	NC	54	NC	NC	22	NC	NC	1
Students without Disabilities	62	62	68947	98	98	100	519	519	504	2	2	4	26	26	34	73	73	61	NA	NA	1
Limited English Proficient Students	--	--	10362	--	--	97	--	--	438	--	--	22	--	--	57	--	--	21	--	--	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	18	18	37626	90	90	98	513	513	479	NA	NA	10	33	33	45	67	67	45	NA	NA	0
Non-Economically Disadvantaged	51	51	41985	100	100	100	518	518	511	4	4	4	24	24	30	73	73	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	39	79327	95	95	98	552	552	518	5	5	19	NA	NA	20	62	62	46	33	33	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	17	38961	89	89	98	559	559	520	NA	NA	16	NA	NA	20	65	65	48	35	35	16
Male	22	22	40295	100	100	97	547	547	516	9	9	21	NA	NA	19	59	59	44	32	32	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	NC	NC	32327	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	27	27	36373	100	100	98	549	549	538	4	4	10	NA	NA	14	70	70	52	26	26	25
Students with Disabilities	--	--	9321	--	--	87	--	--	467	--	--	54	--	--	22	--	--	21	--	--	3
Students without Disabilities	39	39	70006	95	95	100	552	552	524	5	5	14	NA	NA	19	62	62	49	33	33	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	19	19	37097	95	95	97	553	553	498	NA	NA	27	NA	NA	25	68	68	41	32	32	7
Non-Economically Disadvantaged	20	20	42230	95	95	99	552	552	535	10	10	11	NA	NA	15	55	55	50	35	35	24

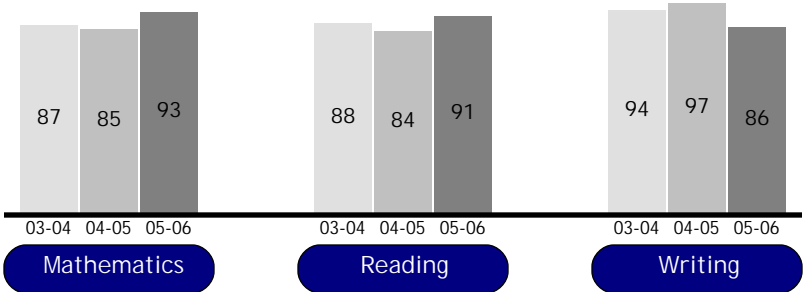
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	39	79501	95	95	98	529	529	497	3	3	10	5	5	25	87	87	60	5	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	17	39062	89	89	99	535	535	502	NA	NA	8	12	12	23	82	82	64	6	6	5
Male	22	22	40368	100	100	98	525	525	491	5	5	13	NA	NA	27	91	91	57	5	5	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	NC	NC	32389	NC	NC	98	NC	NC	478	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	27	27	36446	100	100	99	527	527	516	NA	NA	4	7	7	15	89	89	73	4	4	7
Students with Disabilities	--	--	9411	--	--	88	--	--	453	--	--	36	--	--	36	--	--	26	--	--	1
Students without Disabilities	39	39	70090	95	95	100	529	529	502	3	3	7	5	5	24	87	87	65	5	5	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	19	19	37183	95	95	97	529	529	479	NA	NA	16	5	5	34	89	89	49	5	5	1
Non-Economically Disadvantaged	20	20	42318	95	95	99	530	530	513	5	5	5	5	5	17	85	85	70	5	5	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	39	80000	95	95	99	585	585	564	NA	NA	3	NA	NA	11	82	82	75	18	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	17	39288	89	89	99	587	587	579	NA	NA	2	NA	NA	6	82	82	77	18	18	16
Male	22	22	40644	100	100	98	583	583	549	NA	NA	4	NA	NA	15	82	82	74	18	18	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	NC	NC	32672	NC	NC	99	NC	NC	548	NC	NC	4	NC	NC	14	NC	NC	76	NC	NC	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	27	27	36602	100	100	99	581	581	579	NA	NA	2	NA	NA	7	89	89	75	11	11	16
Students with Disabilities	--	--	9919	--	--	93	--	--	505	--	--	9	--	--	35	--	--	54	--	--	2
Students without Disabilities	39	39	70081	95	95	100	585	585	571	NA	NA	2	NA	NA	7	82	82	79	18	18	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	19	19	37534	95	95	98	594	594	547	NA	NA	4	NA	NA	15	79	79	76	21	21	5
Non-Economically Disadvantaged	20	20	42466	95	95	100	577	577	578	NA	NA	2	NA	NA	7	85	85	75	15	15	16

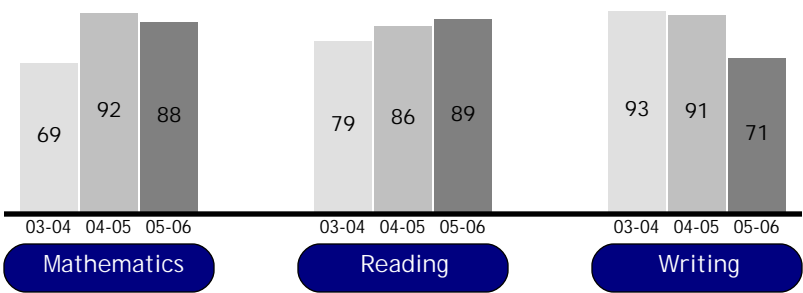
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	69	NA	58	99	60	60	47	99	70	70	46
	Language	97	67	67	50	99	69	69	47	99	75	75	48
	Mathematics	97	70	70	64	99	61	61	50	99	67	67	52
3	Reading	94	66	NA	55	97	62	62	44	98	67	67	46
	Language	96	78	78	61	97	64	64	44	98	73	73	46
	Mathematics	96	75	75	61	97	60	60	51	98	63	63	52
4	Reading	94	74	NA	56	100	67	67	48	97	75	75	52
	Language	96	70	70	52	100	69	69	49	97	76	76	52
	Mathematics	96	78	78	61	100	70	70	53	97	75	75	58
5	Reading	91	79	NA	55	100	65	65	50	97	73	73	56
	Language	95	72	72	49	100	72	72	50	97	80	80	54
	Mathematics	95	86	86	63	100	66	66	49	97	68	68	52
6	Reading	100	61	NA	56	98	73	73	51	95	79	79	56
	Language	100	66	66	48	98	68	68	47	95	76	76	50
	Mathematics	97	84	84	66	98	70	70	52	95	80	80	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Challenge Charter School

School Site Council

Council Composition

- 2 School Administrator(s)
- 0 Non-certified Employee(s)
- 2 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Advisory Comments on School Policy
- Ü School Safety Issues
- Ü Student Discipline
- Ü School Community Interaction
- Ü Extracurricular Activities
- Ü Parent Survey/Data Collection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	32.00
Other Professional Staff	3.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	2	0	0
4 to 6 years	4	2	0	0
7 to 9 years	2	2	0	0
10 or more years	3	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	24
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	NC

Resources Available at School Site

Special Facilities

- Ü Modern 32,000 S.F. Facility Built-1999
- Ü All Classrooms with Mini-Computer Labs
- Ü Closed Campus with Monitor Access
- Ü Full Service Cafeteria

Extracurricular Activities

- Ü Weather Club w/Weather Station
- Ü Foreign Language, Music
- Ü Business-Sponsored Science Projects
- Ü Many Curricular Coordinated Field Trips
- Ü Art Program
- Ü Physical Education
- Ü Before/After School Care
- Ü Clubs; Dance, Drama, gymnastics, Choir,

Social Services

- Ü Before/After School Care
- Ü Special Services Department
- Ü Recreational Activities
- Ü Referral Program for Sp. Needs
- Ü Life Line Reading Buddy Program
- Ü School Nurse
- Ü Parent Organization
- Ü School Community Newsletter

Challenge Charter School

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Student recognition:
 - Poetry Winner w/City of Glendale Library Youth Program.
 - Winner 'History Comes Alive' Dramatic Speech Contest
 - CCS Student selected by Glendale Com. College Drama for Kennedy Center, Am. College Theatre Festival.
- ü Student recognition:
 - CCS Students won 23 of the 53 recognition awards in Art during this years Grand Canyon State Games Art Contest.
 - CCS students scored in the top five percent of charter schools with their AIMS scores in 2003.
- ü Parent Satisfaction Survey:
 - 1= lowest 5= highest
 - Teacher Effectiveness 4.63
 - Classroom Instruction 4.59
 - Classroom Discipline 4.55
 - School Facilities 4.90
 - Accounts Payable 4.67
 - Front Desk Support 4.72
- ü Parent Satisfaction Survey:
 - Parental Support 4.54
 - Child's Progress 4.63

Comments: 'Family Events are great,' 'We support you 150 percent,' 'Multisensory approach - extremely effective,' 'Love Discipline System,' 'Small Classes'

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our facility provides limited access to the campus through the Administrative Office. We are a uniform school with a strong student discipline policy with high expectations for our students. We are also part of Glendale's city wide emergency response plan. Our environmental policy provides a pesticide free environment with an environmental friendly building and maintenance materials, air purification, and non-scented personal hygiene.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Greg Miller, Principal	(602) 938-5411
Transportation Policy	Ed Kania	(602) 499-6828
Community Resources	Sabrina Calderon	(602) 938-5411
School Nutrition Programs	Sabrina Calderon	(602) 938-5411
Parent Organization	School Advisory Council - John Anderson	(602) 938-5411
Student Health/Nurse	Sabrina Calderon	(602) 938-5411

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.